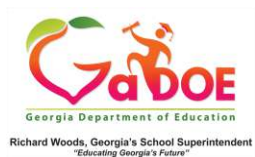


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> E.W. Oliver Elementary	<b>District Name:</b> Clayton	
<b>Principal Name:</b> Sheneise Ratcliff	<b>School Year:</b> 2016-2017	
<b>School Mailing Address:</b> 1725 Cheryl Leigh Dr., Riverdale, GA 30296		
<b>Telephone:</b> 770-994-4010		
<b>District Title I Director/Coordinator Name:</b> Katrina E.W. Oliver		
<b>District Title I Director/Coordinator Mailing Address:</b> 1050 Fifth Avenue, Jonesboro, GA 30236		
<b>Email Address:</b> Katrina.E.W. Oliver@clayton.k12.ga.us		
<b>Telephone:</b> 770-473-2700		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Sheneaise Ratcliff		Principal
Mr. Arlando Dawson		Assistant Principal
Dr. Nia Pole		Instructional Facilitator
Ms. Jasmine Roberson		Kindergarten Teacher
Ms. Stephanie Blackmon		First Grade Teacher
Ms. Thermen Fairclough		Second Grade Teacher
Dr. Jacqueline Floyd		Third Grade Teacher
Ms. Alicia Gant		Fourth Grade Teacher
Ms. Sonji Black		Fifth Grade Teacher
Ms. Michelle Williams		Counselor
Dr. Sheila Walden		Gifted Lead Teacher
Dr. Deborah Momon		ESOL Lead
Ms. Chastity Berry		DES Lead Teacher
Dr. Lisa Butler		Parent Liaison
Ms. Linda Jones		Fine Arts Lead
Mrs. Patricia Riley		EIP Lead
Ms. Sharon Rice		2015-2016 PTA President/Parent
Ms. Juanita Headspeth		2016-2017 PTA President/Parent



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### Georgia Department of Education Title I Schoolwide/School Improvement Plan

Mr. Eddie Moore		PTA Vice President/Parent
Ms. Nancy Howard		PTA Vice President/Parent
Ms. Hazel Clayton		Title I Reading Paraprofessional
Ms. Laura Booth		Title I Math Paraprofessional

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

*Response:*

- We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were stakeholders who have a vested knowledge in educating students. The stakeholders included administrators, teachers, paraprofessionals and parents. The ways they were involved were included reviewing the plan and providing to parents during the Title I parent night held during the first month of school. Funding is discussed and members of the staff that were hired with Title I funds provide information about their position and activities that should benefit them during the school year. The plan was written based on suggestions provided by staff, parents, community members and the needs of the school. The majority of the plan is written during Strategic Planning held in early summer by members of the Better Seeking Team.
  
- We have used the following instruments, procedures, or processes to obtain this information. Each Instructional Facilitator collaborated with the grade levels to analyze the data. Georgia Milestones, DIBELS, district benchmark, and common assessment data were reviewed by all student group and various subgroups. Teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our teachers partnered with stakeholders, our support staff that includes counselors, social workers administrators, and others to examine student data such as attendance, discipline retention rate, response to intervention, and placement of students in various support programs. Throughout the process we reviewed the following data.
  - **Student and Teacher Attendance-** The physical or virtual presence of a student in the educational program he or she is enrolled; The physical presence of a teacher to provide instruction to students
  - **Retention Rate-** Commonly referred as the stability index measures the retention of particular employees over a specified period of time
  - **Parental Involvement-** The participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives.
  - **Discipline Infractions-** The decision to charge a student for violation of this code of conduct will be made by the administration of the local school. The school administrator shall assign a consequence within the minimum and maximum of the range prescribed below that is proportion to the severity of the behavior, the previous discipline history of the student being disciplined, and other relevant factors.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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- **TKES/LKES Data-** The Teacher Keys Effectiveness System (TKES) is a common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. The Teacher Keys Effectiveness System (TKES) consists of three components which provide multiple sources of data. Georgia implemented the Leader Keys Effectiveness System (LKES), a common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness.
  - **District Benchmark Results-** District Benchmark Assessments are common tests given at the end of each quarter at all schools in the district that are used to monitor student progress within specific subject areas.
  - **Individual Education Plans-** The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.
  - **504 Accommodations-** Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. The law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities.
  - **RTI/SST-** A resource that is available to teachers in the building is that of the Student Support Team (SST). Whenever a particular teacher has concern for the progress of a student (academic, social, emotional, or behavioral), he or she may request a meeting with the SST Team.
  - **GKIDS-**The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. Surveys (Teacher/Students/Parents)
  - **Georgia Milestones Assessment System-** The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
  - **DIBELS-** The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute)



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fluency measures used to regularly monitor the development of early literacy and early reading skills.

All data were presented in a chart format that visually represented student performance over the past three years to allow groups to easily identify weaknesses and strengths in student performance. Brainstorming and Q&A sessions were held for teachers within their respective departments and information obtained was presented during Title I meetings for further consideration. Final determination about strengths and weaknesses are presented in component 1D of this plan. Throughout the development of this plan, we took into account the needs of all students, including students with disabilities, English Learners, homeless, migrant, and other subgroups.

- E.W. Oliver Elementary School *does not* have a migrant student population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on the needs assessment, plan engaging instruction, teach GA Common Core Performance Standards, assess for mastery, reteach with appropriate interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is required. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. The original form is sent to the Office of Federal Programs to be forwarded to the GaDOE-Migrant ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.
- We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. We have also reviewed data for Writing, Math, Science, English, and Social Studies. Although our teachers work continuously to extend student learning in a way that each child gains a deeper understanding of the content, there continues to be additional room for growth in math and science (include content areas based on your data).



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School Demographic Data			
	2014-2015	2015-2016	2016-2017
<b>Total Enrollment</b>	760	758	
<b>Asian</b>	19	21	
<b>Black</b>	681	667	
<b>Hispanic</b>	42	54	
<b>Multiracial</b>	12	10	
<b>White</b>	4	3	
<b>English Language Learners</b>	31	39	
<b>Gifted</b>	41	29	
<b>Students with Disabilities</b>	69	69	

CCRPI Score																								
2014-2015	2015-2016	2016-2020 Goals																						
Overall CCRPI Score: 64.2	Overall CCRPI Score: 63.5	2016 Goal: 63.95	2019 Goal:																					
Achievement Points Earned: 43.1/50	Achievement Points Earned: 22/50	2017 Goal:	2020 Goal:																					
Progress Points Earned: 15.6/40	Progress Points Earned: 34.7/40	2018 Goal:																						
Achievement Gap Points Earned: 2/10	Achievement Gap Points Earned: 5/10	Overall CCRPI Goals based on the following formula:																						
Challenge Points Earned: /10	Challenge Points Earned: 1.3/10	CCRPI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016, ___ School will increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 3% of the gap between the baseline year CCRPI score and 100.  $IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$																						
<i>Example</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Baseline CCRPI Score</th> <th>Expected Annual Growth</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>65</td> <td><math>(100 - 65)(.03)</math></td> <td><math>65 + 1(1.05)</math></td> <td><math>65 + 2(1.05)</math></td> <td><math>65 + 3(1.05)</math></td> <td><math>65 + 4(1.05)</math></td> <td><math>65 + 5(1.05)</math></td> </tr> <tr> <td></td> <td>1.05</td> <td>66.05</td> <td>67.1</td> <td>68.15</td> <td>69.2</td> <td>70.25</td> </tr> </tbody> </table>				Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5	65	$(100 - 65)(.03)$	$65 + 1(1.05)$	$65 + 2(1.05)$	$65 + 3(1.05)$	$65 + 4(1.05)$	$65 + 5(1.05)$		1.05	66.05	67.1	68.15	69.2	70.25
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5																		
65	$(100 - 65)(.03)$	$65 + 1(1.05)$	$65 + 2(1.05)$	$65 + 3(1.05)$	$65 + 4(1.05)$	$65 + 5(1.05)$																		
	1.05	66.05	67.1	68.15	69.2	70.25																		

mCLASS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
<b>Kindergarten</b>	24	63	13	28	55	17	23	45	32
<b>First</b>	20	62	18	27	44	29	26	55	19
<b>Second</b>	24	70	6	22	60	18	37	38	25
<b>Third</b>	25	49	26	29	43	28	34	40	26

Data from 2015 and 2016 show that 13% of E.W. Oliver's Kindergarten's students were benchmark; 18% First graders were benchmark; 6% Second graders were benchmarked; and 26% Third graders were benchmarked in mCLASS Math. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are benchmarked in math.

DIBELS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
<b>Kindergarten</b>	29	21	50	29	17	54	17	26	57
<b>First</b>	46	18	36	41	14	45	44	9	47
<b>Second</b>	25	13	62	26	13	61	30	12	58
<b>Third</b>	36	11	53	35	13	52	38	15	47

Data from 2015 and 2016 show that 50% of E.W. Oliver's Kindergarten's students were





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## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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benchmarked in reading; 36% First graders were benchmark; 62% Second graders were benchmarked; and 26% Third graders were benchmarked in DIBELS Reading. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are benchmarked in reading.

2015-2016 Georgia Milestone Assessment Data																						
	ELA											Math										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform in Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target
	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	
ALL Students	144	45	123	30.4	43	22.0	1	2.6	44	24.6		144	46	123	39.8	43	13.9	1	0.3	44	14.2	
Black	139	45.4	93	30.4	71	22.7	5	1.5	75	24.2		133	48.0	108	39.6	33	12.1	1	0.4	34	12.5	
Hispanic	141	41.7	94	29.2	68	16.7	8	12.5	76	29.2		7	29.2	10	41.7	7	29.2	0	0	7	29.2	
Multiracial	3	60.0	2	40.0	0	0	0	0	0	0		3	60.0	1	20	1	20.0	0	0	1	20.0	
White	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	
Econ-Disadvantaged		54.8		28.0		15.3		1.9					54.8		36.3		8.9		0		8.9	
English Learners	10	83.3	1	8.3	1	8.3	0	0	1	8.3		4	46.5	7	39.1	1	14.1	0	0	1	14.4	
Students with Disabilities	35	82	2	5	3	7.5	0	0	3	7.5		35	90	3	5.0	2	5.0	0	0	2	5.0	

Data from 2015 and 2016 show that over 24% of E.W. Oliver's English Language Arts test-taker were Proficient or Distinguished Learners. **EL** 100 % of our ELL students made gains in all 4 domains. We had 8 students out of 40 exited the program.

### Oliver's Staff attendance.

Oliver's teachers had a total of 506 absences for the school year 2015-2016. The absences included six employees who were out due to FLMA.

### Oliver's Student attendance.

Student daily average attendance rate varied between 96.54%. A plan was put in place to address attendance issues at the school and district level. The total number of students absent with six or more days was 274.

### Oliver's Disciplinary Infractions

Oliver had a total of 361 OSS days.

### Teacher Attrition Rate

Less than 10% of teachers left E.W. Oliver Elementary for reasons other than Reduction In Force and teacher retirement.

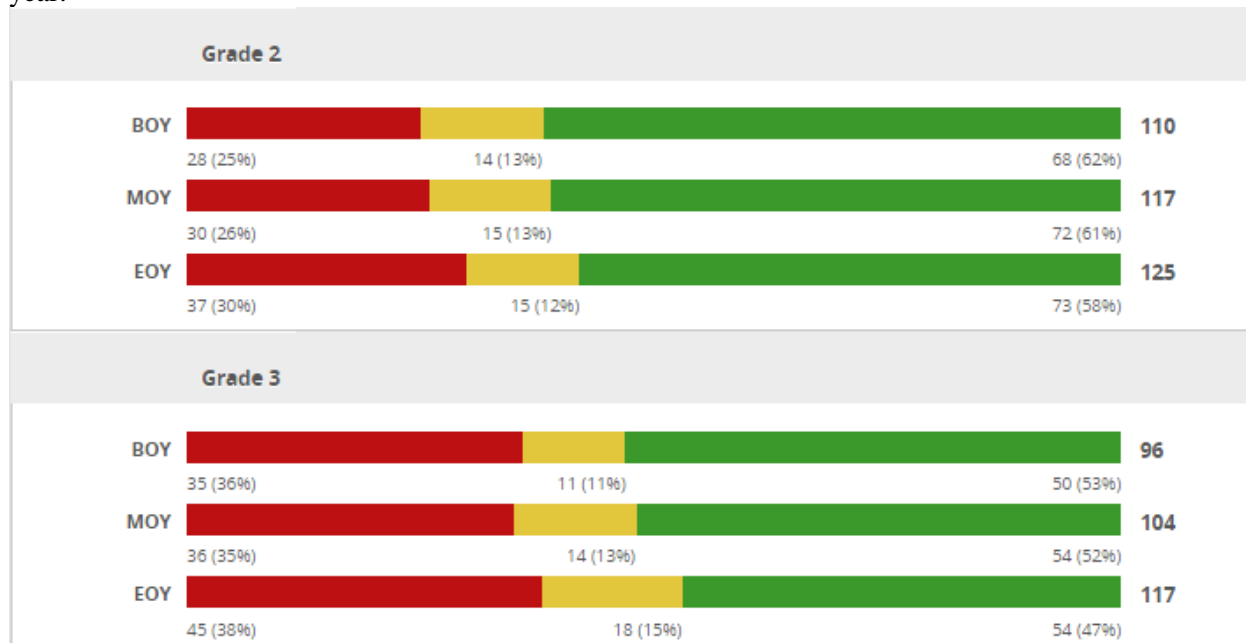
### Retention Rate

Less than 2% of the students at Oliver Elementary were retained in their current grade level for the 2015-2016 school

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year.



Additionally, there was a 4-percentage point decrease in the pass rate from 2015 to 2016. While the overall 2016 pass rate was 25%, E.W. Oliver Elementary School still has a significant number of students at the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in English/language arts.

Data from 2015 and 2016 show that over 13% of E.W. Oliver's Math test-taker were Proficient or Distinguished Learners. Additionally, there was an 5-percentage point decrease in the pass rate from 2015 to 2016. While the overall 2016 is lower than the State, E.W. Oliver Elementary School has a significant number of students at the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in Math.



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2015-2016 Georgia Milestone Assessment Data																							
SCIENCE												SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Performance Target	
	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%		#
ALL Students	139	44.3	122	39.5	50	16.2	0	0	50	16.2		130	41.6	130	42.2	42	13.6	8	2.6	50	15.2		
Black	127	45.8	108	39.6	40	14.7	0	0	40	14.7		130	42.6	130	41.9	42	14.3	8	0	50	14.3		
Hispanic	8	33.3	9	37.5	7	29.2	0	0	7	29.2			41.7		33.3		14.0		1.5				
Multiracial	0	0	1	25.0	3	45	1	25	2	50.0		2	20.0	6	60.0	4	8.3	8	16.7				
White																							
Econ-Disadvantaged	168	54.1	117	37.6	25	8.3	0	0	9	8.3		152	49.0	129	41.4	24	8.3	4	1.3				
English Learners	6	50.0	6	50.0	0	0	0	0	0	0		6	50.0	5	41.7	1	8.3	0	0	1	8.3		
Students with Disabilities	33	82.5	6	15.0	1	2.5	0	0	1	2.5		31	79.5	5	12.8	2	5.1	1	2.6	3	7.7		

Data from 2015 and 2016 show that over 21% of E.W. E.W. Oliver's Science test-taker were Proficient or Distinguished Learners. Additionally, there was a 5-percentage point decrease in the pass rate from 2015 to 2016. The overall 2016 pass rate is 18% lower than the State. E.W. Oliver Elementary School still has a significant number of students in the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in Science.

Data from 2015 and 2016 show that over 17% of E.W. E.W. Oliver's Social Studies test-taker were Proficient or Distinguished Learners. Additionally, there was a 1-percentage point increase in the pass rate from 2015 to 2016. While the overall 2016 pass is 17% less than the State performance, E.W. Oliver Elementary School still has students in the Beginning and Developing Learner levels. We will continue to identify and implement best teaching and learning literacy practices to ensure that 100% of all test takers are either a Proficient or Distinguished Learner in Social Studies.

**After a thorough review of the assessment data, we found the following areas of concern:**

**Overall Academic Performance:**

- Review of CCRPI data for all students shows a decrease in ELA, Math and Science from the previous year. (ELA -.2%, Math -.2%, and Science -.3%)
- Review of CCRPI data for lexile levels shows 3<sup>rd</sup> grade with a decrease of -.2 and a

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slight increase for 5<sup>th</sup> grade of .1. The concern is that only 56% of 3<sup>rd</sup> graders and 58% of 5<sup>th</sup> graders were reading at the expected lexile level. Additionally, the grade levels that used the reading programs with fidelity had the most success with reading

- Mathematical domain areas that were the weakest were that of numbers and operations, measurement and geometry.
- Reading domain areas that presented students with the lowest level of success were areas that are taught using non-fiction text.
- Gaps exist between SWD and all other subgroups in all academic areas.

### **Retention Rate**

Less than 5% of the students at E.W. Oliver Elementary are retained in their current grade level.

### **Student Attendance**

Student daily average attendance rate varied between 89% and 92% during the 2015-2016 school year. A plan will be put in place during the 2016-2017 school year to address attendance issues at the school.

### **Teacher Attrition Rate**

Less than 9% of teachers left E.W. Oliver Elementary for reasons other than teacher retirement.

### **Disciplinary Infractions**

There was a 6% increase in the assignment of OSS for student infractions. A school-wide behavior plan was introduced to reduce the number of referrals. The school will implement the PBIS program during the 2016-2017 school year.

### **Georgia Kindergarten Inventory of Developing Skills(GKIDS)**

The Georgia Kindergarten Inventory of Developing Skills assessment is year-long and progressive. The primary purpose is to collect ongoing diagnostic information about students. The Spring 2015 School Summary Report denotes that :

- Less than 72 % of students met or exceeded standards in English Language Arts
- Less than 79 % of students met or exceeded standards in Mathematics
- Less than 76% of students met or exceeded standards in Approaches to Learning
- Less than 75% of students met or exceeded standards in Personal/Social Development

### **DIBELS**

Reading data reflects that in lower grades, 24% or more of the students lack grade level fluency and comprehension. The deficit areas are focused around vocabulary and non-fiction text familiarity. Math data reflects that in 1st and 4th grade, 45% or more of students lack basic math

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skills (numbers and operations).

In addition to reviewing the current achievement data, E.W. Oliver Elementary School has reflected on the following:

- Focus Walks
- Formative and Summative Assessments
- Student work with Teacher and Student Commentary
- Formal and Informal Observations
- Teacher's Needs Assessment survey results (Professional Development)

A. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. Seventy-five percent of the student population are economically disadvantaged. CCRPI reports indicate these students met subgroup performance in ELA, Science, and Social Studies, but did not meet the state targets in Reading and Math.
- Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
- Students with disabilities who have individualized educational plans to support the most appropriate instructional strategies to utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. Students with disabilities make up twenty-two percent of our 3rd, 4th, and 5th graders student population. Previous CCRPI reports indicate these students did not meet subgroup performance in Reading and Math.
- Students with limited English proficiency sometimes require instructional modifications to effectively have access to the curriculum to gain understanding.
- Economically disadvantaged students who make up the majority of the student population at E.W. Oliver Elementary School.
- Performance on GMAS for this subgroup:
  - English Language Arts- 25% proficiency
  - Math- 13 proficiency
  - Science- 16% proficiency
  - Social Studies- 16% proficiency
- Students from major **racial and ethnic groups** which make up 100% of the student

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population at E.W. Oliver Elementary School.

### **Retention Rate**

Less than 2% of the students at E.W. Oliver Elementary are retained in their current grade level.

### **Student Attendance**

Student daily average attendance rate varied between 96.5%.

### **Teacher Attrition Rate**

Less than 10% of teachers left E.W. Oliver Elementary for reasons other than Reduction In Force and teacher retirement.

### **DIBELS and mClass Math**

Reading data reflects that in by the end of the year, 53% of students in grades Kindergarten through 3<sup>rd</sup> were reading at Benchmark level, 15% of students achieved the Strategic level, and 32% were reading below far below Benchmark (at the Intensive level). Math data indicates that 33% of students in grades Kindergarten through 3<sup>rd</sup> performed at Benchmark, 40% scored at the Strategic level, and 27% performed at the Intensive level (Far Below Benchmark)

- We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example: Our third grade students scored lower than desired in (DIBELS) Reading and Language Arts. The leadership team has met and has decided to increase the Language Arts and Reading initiatives in the school by providing professional development for teachers. Investing more funds in leveled non-fiction readers and providing supplemental information for teachers to address individual student learning. Students are also exposed to computer based skill and drill and providing remediation tutoring.
  - We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
    - Economically disadvantaged students . . .
    - Students from Major racial and ethnic groups . . .
    - Students with disabilities . . .
    - Students with limited English proficiency . . .

In the past three years, E.W. E.W. Oliver has experienced minimal shifts in the ethnicity of

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

the students who are enrolled. The *Student Demographic Distribution 2012-2014 (Table 2)* shows there has been a rise in the students who are Hispanic, however many of these students are close to on track with language and do not qualify for assistance through our English Language Learner Support classes.

The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program according to the 2015 End of Year (EOY) DIBELS and mClass scores are: Kindergarten Math and Reading Language Arts
- The major strength was in Student Attendance. E.W. Oliver Elementary had an attendance rate of 96%.
- The major needs of E.W. Oliver Elementary are **Reading and ELA** in the areas of reading complex text and building meaning from unfamiliar vocabulary. Students at E.W. Oliver Elementary are weaker in reading and interpreting information and media literature and non-fiction text. Using Lexile measures as a gauge for readability, students are not able to comprehend text with grade appropriate Lexile's. According to our 2014 CCRPI scores, only 44.2% of our 3<sup>rd</sup> grade students achieved a Lexile score equal to or greater than 650. Only 60.9% of students in grade 5 achieved a Lexile score equal to or greater than 850. The 2014-2015 GMAS scores reflect that 90% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in ELA. 83% of 4<sup>th</sup> grade students are either Beginning or Developing learners in ELA. 74% of 5<sup>th</sup> grade students are either Beginning or Developing learners in ELA. According to the GKIDS report only 79.2% of kindergartners was in Language Arts in the areas of reading, speaking, listening and language. The addition of Center and Large Group area rugs for kindergartners will aid teachers in building language.
- The major needs we discovered at E.W. Oliver Elementary are reading technical materials and literature that are expository. Students at E.W. Oliver showed areas of weakness in reading and building meaning in Earth Science, History, Civics, and Geography. This struggle in reading more complex text is evident when comparing students' Lexile scores on the 2015 GMAS.
- Another major need of E.W. Oliver Elementary is in **Math** the areas of algebra, measurement, geometry, and numbers operations. Students are weakest in these domains. Students lack the mastery to explain, model or justify answers in a constructive manner. Only 13% of all students were proficient or distinguished on the Georgia Milestones Assessment. The 2016 GMAS scores reflect that 75% of 3<sup>rd</sup>



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grade students are either Beginning or Developing learners in Math. 97% of 4<sup>th</sup> grade students are either Beginning or Developing learners in Math. 88% of 5<sup>th</sup> grade students are either Beginning or Developing learners in Math.

- Another need identified of E.W. Oliver Elementary is in the areas of **Science**. Only 16% of all students were proficient or distinguished on the Georgia Milestones Assessment.. The 2016 GMAS scores reflect that 87% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in Science. 88% of 4<sup>th</sup> grade students are either Beginning or Developing learners in Science. 80% of 5<sup>th</sup> grade students are either Beginning or Developing learners in Science.
- Another need identified of E.W. Oliver Elementary is in the areas of **Social Studies**. Only 16% of all students were proficient or distinguished on the Georgia Milestones Assessment. The 2016 GMAS scores reflect that 87% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in Social Studies. 78% of 4<sup>th</sup> grade students are either Beginning or Developing learners in Social Studies. 87% of 5<sup>th</sup> grade students are either Beginning or Developing learners in Social Studies.
- The needs we will address at E.W. Oliver Elementary are vocabulary building skills in reading and utilizing resources for information. Building vocabulary will increase Lexile scores of students. We will also address reading comprehension through the use of non-fiction leveled readers. Reading stamina and comprehension will also be addressed through the use of a reading lab where students will have an opportunity to utilize research based literacy computer programs.
- E.W. Oliver Elementary will concentrate on reading technical expository material for comprehension, facts, and inferential meaning. Students will be given multiple opportunities to apply the skills in a variety of writing styles throughout the year to increase the overall proficiency in writing. Improved vocabulary usage will be monitored to help increase Lexile scores when given more complex text.
- E.W. Oliver Elementary will also focus on building foundations in math number sense and numbers and operations. Students at E.W. Oliver Elementary will have opportunities to experience measurement and geometry lessons focusing on building meaning for these concepts.
- E.W. Oliver Elementary will focus on increasing the amount of hands-on laboratory activities in grades k-5. K-2 teachers will be given science kits with hands-on lesson





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plans they can complete in their classroom. 3-5 teachers will be given science laboratory materials and kits to complete a variety of hands-on laboratory activities.

- The specific academic needs of those students that are to be addressed in the school wide program plan will be struggling students of E.W. Oliver Elementary. We will identify students using data who qualify for services in Early Intervention Programs, English Language Learners program, and Students with Disabilities. Students will be tiered according and provided specific interventions based on specific academic needs.
- E.W. Oliver Elementary discovered that root causes of the deficiencies in reading derive from students not being motivated to read passages that were lengthy.
- E.W. Oliver Elementary discovered that root causes of the deficiencies in math derive from a lack of automaticity of basic addition and multiplication facts. Students do not understand the concept of base ten and do not have a concrete foundation in the number system. Students lack exposure to real-world concepts in the home and need to be provided a hands-on approach to math concepts.
- E.W. Oliver Elementary discovered that root causes of deficiencies in science is due to a lack of time and materials devoted to science content in the Common Core Curriculum Standards.
- The major strengths we found in our program were Kindergarten, Second and Third grade reading fluency.
- The major needs we discovered were math calculations, reading comprehension, and social studies. There are severe deficits with our English Learners, Black Learners, and Students with Disabilities.

The measurable goals/benchmarks we have established to address the needs were . . .



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	2014-2015	2015-2016
<b>Total Enrollment</b>	<b>760</b>	<b>758</b>
<b>Asian</b>	<b>19</b>	<b>21</b>
<b>Black</b>	<b>681</b>	<b>667</b>
<b>Hispanic</b>	<b>42</b>	<b>54</b>
<b>Multiracial</b>	<b>12</b>	<b>10</b>
<b>White</b>	<b>4</b>	<b>3</b>
<b>English Language Learners</b>	<b>31</b>	<b>39</b>
<b>Gifted</b>	<b>41</b>	<b>29</b>
<b>Students with Disabilities</b>	<b>69</b>	<b>69</b>

- **Students with Disabilities** are provided services based on their IEP. Services range from inclusion, co-teaching, supportive, and collaborative, and resources models. Based on our 2015 data, 10% of our students receive special education services.

English Language Arts....5.4% proficiency  
 Math.....5.4 proficiency  
 Science...5.4% proficiency  
 Social Studies .....13.5% proficiency
  
- Students with **limited English proficiency** currently make up 22% of our student population. These students receive services from the EL teachers which enable the student to achieve their learning goals.

English Language Arts...34.7% proficiency  
 Mathematics...35.3% proficiency  
 Science...34.3% proficiency  
 Social Studies...27.6% proficiency
  
- DIBELS assessments for the 2015 -2016 school year indicate grades K,1,2 and 3 all had a decrease of students scoring in the intensive (red) level of the assessment during each of the benchmarking periods. However, slight decreases were noted in grade 2.
  
- mCLASS math data for the 2015-2016 school year indicate a majority of the students in grades K-3 grade remain in the strategic category. While 1<sup>st</sup> grade showed the best gains, the other grade levels remained consistent with the intensive students. According to this data, our students continue to struggle with math concepts.

### **F. Retention Rate**

Less than 2% of the students at E.W. Oliver Elementary are retained in their current grade level.

### **Student Attendance**

Student daily average attendance rate varied between 96.5%. A plan was put in place to address attendance issues at the school and district level.

### **Teacher Attrition Rate**



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Less than 10% of teachers left E.W. Oliver Elementary for reasons other than Reduction In Force and teacher retirement.

### Georgia Kindergarten Inventory of Developing Skills(GKIDS)

The Georgia Kindergarten Inventory of Developing Skills assessment is year-long and progressive. The primary purpose is to collect ongoing diagnostic information about students.

The Spring 2015 School Summary Report denotes that :

- 79.2 % of students met or exceeded standards in English Language Arts
- 86.8 % of students met or exceeded standards in Mathematics
- 87.6 % of students met or exceeded standards in Approaches to Learning
- 91.9% of students met or exceeded standards in Personal/Social Development

### DIBELS and mClass Math

Reading data reflects that in by the end of the year, 53% of students in grades Kindergarten through 3<sup>rd</sup> were reading at Benchmark level, 15% of students achieved the Strategic level, and 32% were reading below far below Benchmark (at the Intensive level). Math data indicates that 33% of students in grades Kindergarten through 3<sup>rd</sup> performed at Benchmark, 40% scored at the Strategic level, and 27% performed at the Intensive level (Far Below Benchmark)

- We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example: Our third grade students scored lower than desired in (DIBELS) Reading and Language Arts. The leadership team has met and has decided to increase the Language Arts and Reading initiatives in the school by providing professional development for teachers. Investing more funds in leveled non-fiction readers and providing supplemental information for teachers to address individual student learning. Students are also exposed to computer based skill and drill and providing remediation tutoring.
- We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
  - Economically disadvantaged students . . .
  - Students from Major racial and ethnic groups . . .
  - Students with disabilities . . .
  - Students with limited English proficiency . . .

In the past three years, E.W. Oliver has experienced minimal shifts in the ethnicity of the students who are enrolled. The *Student Demographic Distribution 2013-2015* shows there has been a rise in the students who are Hispanic, however many of these students are close to on track with language and do not qualify for assistance through our English Language



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Learner Support classes.

School Demographic Data			
	2013-2014	2014-2015	2015-2016
<b>Total Enrollment</b>	<b>731</b>	<b>760</b>	<b>758</b>
<b>Asian</b>	<b>18</b>	<b>19</b>	<b>21</b>
<b>Black</b>	<b>639</b>	<b>681</b>	<b>667</b>
<b>Hispanic</b>	<b>56</b>	<b>42</b>	<b>54</b>
<b>Multiracial</b>	<b>12</b>	<b>12</b>	<b>10</b>
<b>White</b>	<b>6</b>	<b>4</b>	<b>3</b>
<b>English Language Learners</b>	<b>33</b>	<b>31</b>	<b>39</b>
<b>Gifted</b>	<b>58</b>	<b>41</b>	<b>29</b>
<b>Students with Disabilities</b>	<b>52</b>	<b>69</b>	<b>69</b>

The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program according to the 2015 End of Year (EOY) DIBELS and mClass scores are: Kindergarten Math and Reading Language Arts
  - The major strength was in Student Attendance. E.W. Oliver Elementary had an attendance rate of 96%.
  
- The major needs of E.W. Oliver Elementary are **Reading and ELA** in the areas of reading complex text and building meaning from unfamiliar vocabulary. Students at E.W. Oliver Elementary are weaker in reading and interpreting information and media literature and non-fiction text. Using Lexile measures as a gauge for readability, students are not able to comprehend text with grade appropriate Lexile's. According to our 2014 CCRPI scores, only 44.2% of our 3<sup>rd</sup> grade students achieved a Lexile score equal to or greater than 650. Only 60.9% of students in grade 5 achieved a Lexile score equal to or greater than 850. The 2014-2015 GMAS scores reflect that 90% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in ELA. 83% of 4<sup>th</sup> grade students are either Beginning or Developing learners in ELA. 74% of 5<sup>th</sup> grade students are either Beginning or Developing learners in ELA.  
According to the GKIDS report only 79.2% of kindergarteners was in Language Arts in the areas of reading, speaking, listening and language. The addition of Center and Large Group area rugs for kindergartners will aid teachers in building language.
  
- The major needs we discovered at E.W. Oliver Elementary are reading technical materials and literature that are expository. Students at E.W. Oliver showed areas

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of weakness in reading and building meaning in Earth Science, History, Civics, and Geography. This struggle in reading more complex text is evident when comparing students' Lexile scores on the 2014 CRCT.

- Another major need of E.W. Oliver Elementary is in **Math** the areas of algebra, measurement, geometry, and numbers operations. Students are weakest in these domains. Students lack the mastery to explain, model or justify answers in a constructive manner. Only 71.1% of all students met or exceeded in Math on the 2014 CCRPI report. Only 68% of all students met or exceeded in Math on the 2014 CRCT. According to the CCRPI readiness indicators, only 54.6% of all students are *On Track* or *Commendable* in Math. (See Table 3) The 2014-2015 GMAS scores reflect that 95% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in Math. 78% of 4<sup>th</sup> grade students are either Beginning or Developing learners in Math. 72% of 5<sup>th</sup> grade students are either Beginning or Developing learners in Math.
- Another need identified of E.W. Oliver Elementary is in the areas of **Science**. Only 78.8% of all students met or exceeded in Science on the 2014 CCRPI report. Only 77% of all students met or exceeded in Science on the 2014 CRCT. The 2014-2015 GMAS scores reflect that 85% of 3<sup>rd</sup> grade students are either Beginning or Developing learners in Science. 74% of 4<sup>th</sup> grade students are either Beginning or Developing learners in Science. 75% of 5<sup>th</sup> grade students are either Beginning or Developing learners in Science.
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- The needs we will address at E.W. Oliver Elementary are vocabulary building skills in reading and utilizing resources for information. Building vocabulary will increase Lexile scores of students. We will also address reading comprehension through the use of non-fiction leveled readers. Reading stamina and comprehension will also be addressed through the use of a reading lab where students will have an opportunity to utilize research based literacy computer programs.
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**Kindergarten** weaknesses on the DIBELS assessment are as follows:

- Nonsense Word Fluency (Correct Letter Sounds)
- Nonsense Word Fluency (Whole Words Read)

**First Grade** weaknesses on the DIBELS assessment are as follows:

- DIBELS Oral Reading Fluency (Fluency)
- DIBELS Oral Reading Fluency (Accuracy)

**Second Grade** weaknesses on the DIBELS assessment are as follows:

- DIBELS Oral Reading Fluency (Fluency)
- DIBELS Oral Reading Fluency (Accuracy)
- DIBELS Oral Reading Fluency (Retell)

**Third Grade** weaknesses on the DIBELS assessment are as follows:

- DIBELS Oral Reading Fluency (Fluency)
- DIBELS Oral Reading Fluency (Accuracy)
- DIBELS DAZE (Vocabulary)
- The specific academic needs of those students that are to be addressed in the school wide program plan will be reading comprehension, reading for information, numbers and operations, measurements and geometry, earth science, history and government.
- The ROOTCAUSE/s that we discovered for each of the needs many were due to limited instructional time, not enough time safety nets for students, limited number of students attending after school tutorial program, limited number of small group interventions and teacher ineffectiveness.
- DIBELS root causes we discovered stem from the limited amount of instructional time for reading, not enough safety nets in place for students, limited number of small group interventions, teacher ineffectiveness and new test component was added to DIBELS.
- 
- E.W. Oliver Elementary will also focus on building foundations in math number sense and numbers and operations. Students at E.W. Oliver Elementary will have opportunities to experience measurement and geometry lessons focusing on building meaning for these concepts.
- E.W. Oliver Elementary will focus on increasing the amount of hands-on laboratory activities in grades k-5. K-2 teachers will be given science kits with

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hands-on lesson plans they can complete in their classroom. 3-5 teachers will be given science laboratory materials and kits to complete a variety of hands-on laboratory activities.

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- E.W. Oliver Elementary discovered that root causes of the deficiencies in reading derive from students not being motivated to read passages that were lengthy.
- E.W. Oliver Elementary discovered that root causes of the deficiencies in math derive from a lack of automaticity of basic addition and multiplication facts. Students do not understand the concept of base ten and do not have a concrete foundation in the number system. Students lack exposure to real-world concepts in the home and need to be provided a hands-on approach to math concepts.
- E.W. Oliver Elementary discovered that root causes of deficiencies in science is due to a lack of time and materials devoted to science content in the Common Core Curriculum Standards.

Teams of stakeholders, including parents, teachers, and administrators, used a variety of protocols and tools to identify root causes that explain our low student performance in mathematics and science. From the process, we discovered the following causes for low academic achievement.

- Teachers are not implementing ineffective instructional practices.
- Teachers not planning instruction based on student needs and data.
- Teachers need comprehensive training on explicit instruction and utilizing data to drive instruction.
- Parents understanding how to fully support their child's learning at home.

G. We believe that we address these causes of low achievement our students will show growth in all academic core areas. Our measurable goals are listed below:

- Increase the percentage of students performing at the proficient and distinguished level on the Georgia Milestones Assessment in all core content areas (Math, English Language Arts, Science, and Social Studies) by 3%.
- Decrease the student achievement gap by 5% between the EL and SWD subgroups in all core content areas (Math, English Language Arts, Science, and Social Studies), in comparison to all students on the Georgia Milestones Assessment on the End of Grade Tests.

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The results of the GMAS assessment will yield information to show if we have met the following Strategic Goals:

- By the end of the 2016-17 school year, 50% of all students taking the GA Milestones will be Proficient and Distinguished learners in **English Language Arts**.
- The following are the End-of-Grade performance targets that have been determined for GMAS scores for ELA:
  - Asian subgroup...92.7%
  - Black subgroup...45.1%
  - Hispanic subgroup...51.3%
  - White subgroup...72.8%
  - Economically disadvantaged...47.5%
  - SWD subgroup...31.6%
  - ELL subgroup...36.3%
  - All Students...50.3%
- By the end of the 2016-17 school year, 70% of all students taking the GA Milestones will be Proficient and Distinguished learners in **Mathematics**.
- The following are the End-of-Grade performance targets that have been determined for GMAS scores for Mathematics:
  - Asian subgroup...100%
  - Black subgroup...46.2%
  - Hispanic subgroup...56.7%
  - White subgroup...77.2%
  - Economically disadvantaged...51.2%
  - SWD subgroup...36.0%
  - ELL subgroup...46.1%
  - All Students...63.8%
- By the end of the 2016-17 school year, 50% of all students taking the GA Milestones will be Proficient and Distinguished learners in **Science**.
- The following are the End-of-Grade performance targets that have been determined for GMAS scores for Science:
  - Asian subgroup...89.2%
  - Black subgroup...38.8%
  - Hispanic subgroup...43.8%
  - White subgroup...72.9%
  - Economically disadvantaged...44.9%





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- SWD subgroup...36.2%
- ELL subgroup...36.4%
- All Students...57.4
  
- By the end of the 2016-17 school year, 50% of all students taking the GA Milestones will be Proficient and Distinguished learners in **Social Studies**.
  
- The following are the End-of-Grade performance targets that have been determined for GMAS scores for Social Studies:
  - Asian subgroup...93.4%
  - Black subgroup...43.5%
  - Hispanic subgroup...51.1%
  - White subgroup...73%
  - Economically disadvantaged...47.1%
  - SWD subgroup...37.1%
  - ELL subgroup...37.7%
  - All Students...59.7%
  
- By the end of the 2016-17 school year, 85% of all K-3 students taking the DIBELS assessment will reach Benchmark status.

### 2a. Schoolwide reform strategies that:

#### *Response:*

An effective and dedicated staff at E.W. Oliver Elementary School is committed to providing effective educational experiences and instructional strategies that reach all needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success.

E.W. Oliver uses several intervention strategies to impact students academically. Students are grouped according to their ability and move forward at their own pace with teacher guidance. The teachers at Oliver are involved and meet to determine if students are making progress and what steps must be taken to provide remediation and/or enrichment to students. Small group instruction is emphasized to meet the individual needs of the students.

E.W. Oliver's staff considered three key questions when determining school-wide reform strategies. They are:

1. How will the strategy close achievement gaps?
2. How will we know the reform strategies are successful?
3. How will we make changes to our reform strategies if they are not effective?



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### 2a. Schoolwide reform strategies that:

We have chosen to use the work of Victoria Bernhardt, *Data Analysis for Continuous School Improvement* as a framework for how we should use data and information to improve teaching for every teacher, and learning for every students. While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals, we believe the following strategies will prove to be effective. They are:

4. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity.
5. Require all teachers to use a variety of student group methods that are based on a variety of balance assessments to better meet the needs of all learners.
6. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
7. Require that all core content area teachers know how to and use scoring rubrics and exemplars as instructional tools.
8. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.
9. Explicit Instruction/Gradual Release Model of Instruction - is a particular style of teaching which is a structured method of pedagogy framed around a process developing responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transitions from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility. The Explicit/Gradual Release model emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.
10. Afterschool Remediation – Kindergarten, First, second, third, fourth, and fifth grade students attended class for two hours afterschool to focus on identified areas of weakness based on data from Common Assessments and Benchmark assessments.
11. Saturday School – First through fifth grade students attend classes for 4 hours on Saturday to focus on identified areas of weakness based on data from Common Assessments, DIBELS and mClass assessment and grade level work.
12. Spring Interventions - Kindergarten through fifth grade students will be ability grouped according to areas of need.
13. Small Group Instruction - EIP teachers and title one teacher and title one paraprofessional will provide reading/language arts and mathematics instruction in small group pull out/push in settings.
14. Response to Intervention (RTI) - the program was designed to assist teachers in providing strategies for at risk students.
15. Title One Paraprofessional (Reading and Math) - this paraprofessional will work directly with students to address reading deficits in grades 1 through 3. DIBELS/mClass scores from the 2015-16 scores indicate some decline in achievement/performance levels. The Title I paraprofessional will be rotating in classrooms working with small groups of students focusing solely on reading skills (phonics, phonemic awareness, decoding, and reading

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2a.	<p>Schoolwide reform strategies that: comprehension, math calculation).</p> <p><b>Strategies to Improve Math</b> Departmentalization of math in grades 4-5 - schools that move students between teachers for academic subjects are considered departmentalized</p> <p>Triangulation of services – offering students morning tutorials, small group tutorials, and extended day or Saturday school to meet the academic needs.</p> <p>Bi-weekly common probes across grade levels – common assessments used to identify which students need remediation on previously taught skills.</p> <p>Individual Student Learning Plans – plans created by the teacher for each student that will be updated every 9 weeks using data and teacher observation with regards to student academic achievement.</p> <p><b>Thinking Maps</b> Teachers will receive on-going training on how to integrate Thinking Maps across the Common Core curriculum. Thinking Maps are a “Common Visual Language” for students in all subject areas designed to improve the level of student engagement in the learning process and quality the of work.</p> <p><b>Flexible Grouping and Grouping for Instruction</b> Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interest while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interest while balancing social needs. (Rogers, 1991; Unsworth, 1984)</p> <p><b>Strategies to Improve Reading</b> The National Reading Panel’s analysis made it clear that the best approach to reading instruction is one that incorporates:</p> <ol style="list-style-type: none"> <li>16. Explicit instruction in phonemic awareness</li> <li>17. Systematic phonics instruction</li> <li>18. Methods to improve fluency</li> <li>19. Ways to enhance comprehension</li> </ol> <p>The Panel found that a combination of techniques is effective for teaching children to read:</p> <ol style="list-style-type: none"> <li>20. <b>Phonemic awareness</b>—the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. Children who are read to at home—especially material that rhymes—often develop the basis of phonemic awareness. Children who are not read to will probably need to be taught that words can be broken apart into smaller sounds.</li> <li>21. <b>Phonics</b>—the knowledge that letters of the alphabet represent phonemes, and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them.</li> </ol>
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Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

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### 2a. Schoolwide reform strategies that:

22. **Fluency**—the ability to recognize words easily, read with greater speed, accuracy, and expression and to better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.
23. **Guided oral reading**—reading out loud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency.
24. **Teaching vocabulary words**—teaching new words, either as they appear in text, or by introducing new words separately. This type of instruction also aids reading ability.
25. **Reading comprehension strategies**—techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read, to gain a better understanding of the material.

<http://www.nichd.nih.gov/research/supported/seccyd/Pages/datasets.aspx>

<http://www.nichd.nih.gov/about/org/der/branches/cdbb/Pages/nationalreadingpanelpubs.aspx>

<http://www.nichd.nih.gov/publications/pages/pubs.aspx?from=reading>

<http://edr.sagepub.com/content/36/9/564.short>

#### Thinking Maps

Teachers will receive on-going training on how to integrate Thinking Maps across the Common Core curriculum. Thinking Maps are a “Common Visual Language” for students in all subject areas designed to improve the level of student engagement in the learning process and quality the of work.

#### 26. Flexible Grouping and Grouping for Instruction

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interest while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interest while balancing social needs. (Rogers, 1991; Unsworth, 1984)

- Triangulation of services – offering students morning tutorials, small group tutorials, and extended day or Saturday school to meet the academic needs.
- Bi-weekly common probes across grade levels – common assessments used to identify which students need remediation on previously taught skills.
- Classroom novel studies – uses novels to enhance reading comprehension and fluency with grade level text within the classroom setting.
- Individual Student Learning Plans – plans created by the teacher for each student that will be updated every 9 weeks using data and teacher observation with regards to student academic achievement.

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2B. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

*Response:*

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are: We will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for Elementary School, building a culture that uses data to improve, and using extending time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will also use a variety of technology that allows students to view short video of a teacher's lecture prior to the class session to give more time in class to devote to practice, project, and discussions (flipped classroom). A main skill we will help students develop in their self-efficacy. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie, 2012).

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
  - include strategies for meeting the educational needs of historically underserved populations.

*Response:*

**Differentiated Instruction**

The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is in all subject areas and assisting in the learning process." (Hall, 2005)

**Curriculum Mapping**

Curriculum mapping is built on foundation of collaborative inquiry groups in which "...teachers construct knowledge from questioning their own practice and looking closely at their own students and their work" as well as the relationship between the quality of the work designed for students and the big picture of the student's learning experience (Weinbaum, 2004, p.18).

**myON Reader**

A personalized literacy environment that engages all students at all levels with the largest integrated library of digital books with reading supports, customized to a student's

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individual interests and reading level. Embedded Lexile® reading assessments measure and forecast growth while challenging students and encouraging their achievement. Students can rate and share books with other students. myON reader can be accessed anytime; anywhere you have Internet access and can be used seven days a week, 24 hours a day. (<http://thefutureinreading.myon.com/>)

### **Coach Common Core**

Common Core Coach has been built from the ground up using an integrated approach that suits the philosophy of the Common Core State Standards. Both comprehensive and easy to use, it provides grade-level-appropriate content at a new depth of instruction (<http://www.triumphlearning.com/c/@uOpw9gYSL8IG6/Pages/product.web?record@P57256>).

### **Mountain Language and Math**

Mountain Math and Mountain Language allow you to review and preview concepts on a weekly basis or more often if you prefer. Mountain Math and Mountain Language will decrease the time a teacher needs to spend on computational and language skills. A teacher can spend 10-15 minutes a day using Mountain Math and/or Mountain Language to keep concepts fresh (<http://www.mtmath.com/index2.php?req=intro>).

### **Hand 2 Mind**

Our proven learning solutions offer a differentiated approach to learning that engages students and reaches each child in his or her own way. Digital versions of popular and effective learning tools combine online flexibility with hands-on effectiveness. Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning (Heddens, 1986; Reisman, 1982; Ross and Kurtz, 1993). Experts in education posit that this learning takes place in three stages.

### **Studies Weekly**

The *Studies Weekly Nonfiction Readers* program is based on extensive research in reading instruction. This series covers social studies and science core Informational Text. The program combines authentic, nonfiction reading experiences with active literacy and audio assisted learning to help students develop word recognition, vocabulary, comprehension, and fluency skills in accordance with the Reading First legislation (<http://www.studiesweekly.com>)

### **USA Testprep**

USATestprep has aligned our test review products with each individual state's version of the Common Core. We have added numerous items to our database to assess students at a higher level. This includes incorporation of more challenging reading passages recommended by the CCSS and all-new item types. Instead of just multiple choice, we now offer an assortment of items, including short answer and free/extended response. In addition to these standard question types, we also offer unique, technology-enhanced performance tasks. These tasks may ask the student to order items based on criteria, to highlight based on given information, to label based on prior knowledge, and many others. Due to our experienced and flexible curriculum team,

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we've been able to make hundreds of these items recently, and we're making more of them every day for you and your students. USATestprep materials now cover the breadth and depth of knowledge intended by the DOE for students to be college and career ready.

USATestprep has developed new summative assessments that mimic the difficulty, length, and item types found in the upcoming PARCC, SBAC, and ASPIRE tests. They have the same number and type of assessment items, including: selected response, constructed response, extended/free response, technology-enhanced performance tasks.

These new assessment types are very powerful and can be teacher assigned. When you subscribe to USATestprep, you gain access to these summative assessments free of charge. Your students will be prepared to enter the actual spring tests having already experienced USATestprep's mock tests. (<http://www.usatestprep.com> )

### BrainPop

- A computer based program that provides students with learning opportunities in all content areas. Brainpop introduces new concepts and complex concepts to students.

### SRA

- A direct instructional program that provides support for below level students in reading and language skills.

### Writing Destination

- A Writing program used to increase the writing skills of students in grades 3-5.

### Leveled Books

- Leveled readers will be used during guided reading. Children will be matched with books according to their reading level and will be grouped depending on individual needs.

### PanaBoards

- The integration of technology in the classroom will serve to guide, expand and enhance learning Common Core Standards. Effective integration of technology will be achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. It will assist students in making real-world connection.

### Pyramid of Interventions

- The pyramid of interventions will be used to address the needs of students in all Tiers 1-4. The hands on minds on training for all content areas will be used to insure flexible groupings and differentiated instruction is used in implementing the Georgia Performance Standards through research based practices. The teachers will use RTI-Georgia Student

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Achievement Pyramid of interventions to increase the intensity of interventions for Tier 2 & 3. The targeted bubble and low performing students will receive greater frequency of progress monitoring. Students performing at advanced levels will receive enrichment through Spring Interventions.

### Classroom Libraries

Non-fiction readers are utilized to give a broader perspective of many science and social studies topics. The readers will help to increase social studies and science scores, but also increase reading fluency and comprehension.

- Extended Day Programs – Extended Day is a research-based idea designed to provide a safe and nurturing environment to support student academic achievement through new experiences that build self-esteem and character.
- Saturday School - Saturday School offers tutoring and mentoring in reading/language arts, mathematics, and test-taking skills for students in grades K-5.
- Professional Development opportunities - Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage that can improve student achievement. (<http://www.ascd.org/professional-development.aspx>).
- Parent Involvement Activities - Studies have indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include higher grades and test scores, long term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools. (<http://urbanext.illinois.edu/succeed/parental.cfm>).
- Teacher Commentary – Teachers will analyze student work and provide specific feedback to individual students.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. (<http://dibels.org/dibels.html>).



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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs.

*Response:*

We are beginning to study John Hattie's 2012 book entitled "Visible Learning for Teachers" Maximizing Impact on Learning." In addition to our research on effective methods and instructional strategies based on work conducted by Robert Marzano, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate scaffolding and learning supports, and preparing students to be better learner are grounded in research. The 10 Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and unserved student populations more learning support.

One effective method and instructional strategies based on research implemented at E.W. Oliver Elementary School assessing students' reading level through DIBELS and myON. The assessment provide us with students' Lexile scores. We use the data along with Lexile scores from the Georgia Milestones to identify students who might have challenges with reading and understanding complex text often found in science and social studies textbooks.

We go beyond of simply making digital tools available to students. Our teachers purposefully infuse technology in the curriculum by planning and preparing for students based on their needs. This focus on integrating technology is relatively new. We are shifting the use of technology from using the tools for remediation and test preparation to ensuring learners use technology to create, collaborate, analyze and synthesize information.

In addition, we provide students with opportunities to extend their learning time through intensive instruction during after school hours and summer. Our summer bridge program provides extended opportunities for learning and focuses on providing attendees with Elementary School readiness skills in math, science, social studies, and language arts.

- Address how the school will determine if such needs have been met; and
  - are consistent with, and are designed to implement, the state and local

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improvement plans, if any.

*Response:*

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. E.W. Oliver Elementary School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. Targeted populations such as ESOL students and Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with special education teachers to disaggregate the data of GMAS scores, Interim assessments, and EL ACCESS testing to determine if an achievement gap exists.

Additionally, we use our counselors and student/pupil services to help us identify not only academic supports for our students but also social supports. Counselors conduct monthly guidance sessions with students to help them set goals, and review their progress toward goals. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction.

Lastly, our school's foundation is built on personalizing school for each learner. Academic and social supports will continue to be oriented toward student success.

We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, DIBELS, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed

We will also review our pupil service recommendations, implementation of preventions and interventions, and level of engagement in the school.

### 3. Instruction by highly qualified professional staff

*Response:*

E.W. Oliver Elementary School ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in Title I districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. E.W. Oliver Elementary School has 34 out of 36 Highly Qualified teachers currently.

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<b>3.</b>	<b>Instruction by highly qualified professional staff</b>
<p>We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with E.W. Oliver's students. Teachers, who are not highly qualified, work closely with their department chair, department administrator, principal's secretary, and county level designees, and the Georgia Professional Standards Commission to remedy deficient areas in order to become highly qualified.</p> <p>E.W. Oliver Elementary School develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:</p> <ul style="list-style-type: none"> <li>○ Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused Walks.</li> <li>○ Assigns mentors to teachers new to building to address concerns</li> <li>○ Provides continuous support and feedback through informal observations and focused walks.</li> <li>○ Provides mentors to veteran teachers upon request.</li> <li>○ Schedules formal time for mentors regarding how to effectively serve in their roles.</li> </ul> <p>New teachers will attend New Teacher Orientation and continued instructional support from the Teacher Development Specialists through the Professional Learning Department. They will also participate in an orientation session at E.W. Oliver Elementary School conducted by the administrative staff. All other professional learning will be tailored to the needs of the individual teacher in a variety of ways, face to face or online.</p>	

<b>4.</b>	<p>In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</p>
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<p><i>Response:</i></p> <p>We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2016-2017 school year. In addition to staff development opportunities at the school, all staff members at E.W. Oliver Elementary School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but will also include character education and personal growth.</p>	
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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

E.W. Oliver Elementary School aligns professional development with Georgia's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.

Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

opportunities take place through Saturday Parent Academies, PTSA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consultant with individuals or agencies to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

We will continue to participate in all district staff recruitment and retention efforts. Today, most is not all public school districts are struggling with attracting high-quality highly qualified teachers to high-need schools. Clayton County Public Schools is offering impressive financial incentives to attach 2016-2017 teachers to the district. Additionally, the district is awarding contract signing bonus to teachers who teach in hard-to-fill content areas. While these incentives will certainly close the vacancy gap, all school leaders have the responsibility of ensuring students are taught by highly qualified teachers, inducting new and novice teachers to the school, evaluating teachers to determine their efficacy and effectiveness, and retaining quality teachers.

E.W. Oliver Elementary School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use these data to match staff to needs. For example, E.W. Oliver Elementary School practices, where possible, not assigning all novice and new teachers to 3<sup>rd</sup> and 5<sup>th</sup> graders.

We take advantage of technology, social media, word-of-mouth, and communications to share "good news" about E.W. Oliver. This marketing strategy encourages potential staff candidate, students, and parents to investigate the possibility of becoming a member of the E.W. Oliver Elementary School family. We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

- Implementing a New Teacher Mentoring Program
- Conducting Monthly Teacher Recognitions
- Hosting Bi-Weekly Professional Development
- Creating a culture of learning
- Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
- Facilitating open dialogue between staff and the administrative team

Creating and expanding avenues for teacher leadership in multiple aspects of the school program

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6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy. E.W. Oliver Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. E.W. Oliver Elementary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This accomplished through surveys informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, E.W. Oliver Elementary School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at E.W. Oliver Elementary School on September 5, 2016, for the parents of all students. This Annual meeting will be facilitated by the Principal of the school and the Parent Liaison assigned to Title 1.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, E.W. Oliver Elementary School will hold two Title I Annual Meetings on different days and at

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different times and have several workshops for parents which will be outlined in the school's 2016-2017 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center.

- E. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. E.W. Oliver Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships.
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. E.W. Oliver Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and

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parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method E.W. Oliver Elementary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings and workshops throughout the school year.

Parents also have access to Infinite Campus which can be found on the district's website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. E.W. Oliver Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

When practical, interpretation will be provided for our *Spanish speaking* families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in



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presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school and Elementary School to post-secondary education. This will be done through information provided by E.W. Oliver Elementary School counselors and teachers. E.W. Oliver Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. E.W. Oliver will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. E.W. Oliver Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English

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proficiency.

The Parent Resource Center at E.W. Oliver Elementary School will be established in September 2016. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who is a certified teacher that can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

*Response:*

We will plan activities for assisting preschool children in the transition from early childhood programs.

We have also included transition plans for students entering middle school or Elementary School and for students entering from private schools including students entering our school throughout the year. E.W. Oliver Elementary School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Title I Parent Liaison will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

Transition into middle school is very important to us as well. Our fifth graders will be given an opportunity at the end of the school year to tour our feeder middle school. Once our students arrive they will be introduced to the administrative, guidance, resource and support teams. Afterwards, the present fifth graders will be allowed to ask questions. Students will be told about the curriculum and dress code at this time. Students will also be introduced to various music programs. In addition to these

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activities the fifth graders have a final walk through the school to say goodbye as well as a Promotion ceremony.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Response:*

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. E.W. Oliver Elementary School will train teachers to write common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments

Schoolwide: Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for E.W. Oliver. This allows the content area chair along with the instructional site facilitator to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), Georgia Milestones, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. E.W. Oliver Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at E.W. Oliver Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core

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content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:*

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, formative assessments, and summative assessment data in their decision-making. E.W. Oliver Elementary School will train teachers to write common assessments, especially in core academic areas, based on standards. They will administer these assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments

Schoolwide: Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for E.W. Oliver. This allows the content area chair along with the instructional site facilitator to make adjustments to the pacing guide to address the learning gaps. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

Individual Classrooms: Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), Georgia Milestones, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. E.W. Oliver Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support

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all learners in accordance with the school's mission and vision.

Title I funds at E.W. Oliver Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:*

E.W. Oliver Elementary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for afterschool tutorial program for students at-risk of failing the Georgia Milestones Assessment. The district purchase intervention programs for reading and mathematics for all elementary schools to target the students identified as Beginning Learners.

Additionally, Academic Coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the support we have for re-teaching and credit recovery is our after-school remediation program. The district bears a fixed cost for each school to implement after-school learning support program which helps students prepare for the Georgia Milestones. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning support that are based on students' immediate individual needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Title I funds at E.W. Oliver Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, instructional software, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase

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resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

11. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:*

The district began the Georgia Milestones score report training by training at least one school administrator and the Instructional Site Facilitators. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent Assessment Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretive guide. Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

E.W. Oliver Elementary School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Instructional Site Facilitator gives guidance to teachers for implementing protocols to be used for reviewing, analyzing, and

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interpreting data. We administer various formative and summative assessments Edutrax, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Albeit Edutrax is used primarily local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by “All Students” and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantages, and gender.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district’s Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools’ stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

*Response:*

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor’s portal. Our 2015 Georgia Milestones school summary and student population reports will be posted on the school’s website by July 15, 2017. Additionally, the Governor’s Office of Student Achievement posts aggregate and disaggregated students and school data.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE’s website. For stakeholder’s convenience, a link to the state’s website is available on the school’s website.

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Lastly, E.W. Oliver Elementary School will annually publish its state test result aggregated and disaggregated in a flyer that will be distributed stakeholders. This flyer will also be available for stakeholders in the Media Center, Parent Resource Center, Website, and front office. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

*Response:*  
The current Title I Schoolwide plan E.W. Oliver Elementary School is operating under was developed by stakeholders during the 2015-2016 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. E.W. Oliver Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.



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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:*

The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for E.W. Oliver Elementary School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

**Committee Members**

- Dr. Sheneaise Ratcliff, Principal
- Mr. Arlando Dawson, Assistant Principal
- Dr. Nia Pole, Instructional Facilitator
- Ms. Jasmine Roberson, Kindergarten Teacher
- Ms. Stephanie Blackmon, First Grade Teacher
- Ms. Thermena Fairclough, Second Grade Teacher
- Dr. Jacqueline Floyd, Third Grade Teacher
- Ms. Alicia Gant, Fourth Grade Teacher
- Ms. Sonji Black, Fifth Grade Teacher
- Ms. Michelle Williams, Counselor
- Dr. Sheila Walden, Gifted Lead Teacher
- Dr. Deborah Momon, ESOL Lead
- Ms. Chastity Berry, DES Lead Teacher
- Dr. Lisa Butler, Parent Liaison
- Ms. Linda Jones, Fine Arts Lead
- Mrs. Patricia Riley, EIP Lead
- Ms. Sharon Rice, 2015-2016 PTA President/Parent
- Ms. Juanita Headspeth, 2016-2017 PTA President/Parent
- Mr. Eddie Moore, PTA Vice President/Parent
- Ms. Nancy Howard, PTA Vice President/Parent
- Ms. Hazel Clayton, Title I Reading Paraprofessional
- Ms. Laura Booth, Title I Math Paraprofessional

17. Plan available to the LEA, parents, and the public.

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*Response:*  
A copy of E.W. Oliver's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response:*  
Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in Spanish.

Translate to Spanish: Teacher//School Compact, Parental Involvement Policy Information Packets, newsletters and flyers. A poster maker will be used to post the school mission vision statements are also translated throughout the school and on the website. They also provide translators upon request for conferences to assist with registration.

Many of our documents are sent to the County ELL Department for translation prior to sending documents out. Oliver Elementary School has a significant Hispanic and high percent of families where English is not the primary language at home. Interpreters are hired by the district and are usually available upon request to attend conferences as well as assisting when families enrolling that are non-English speaking.

School calling post phone messages are sent to further assist our parents who struggle with literacy.

The district also sends translated documents with many surveys, forms, registration, forum, etc. to parents to inform them of upcoming events and activities.

19. Plan is subject to the school improvement provisions of Section 1116.

*Response:*  
The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The schools is not identified as Priority or Focus School for the 2016-2017 school year.